Section: Oral Language – Fourth Grade

Overall Rationale: Columbia Public School students develop into citizens who actively participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities as a result of mastering the standards and objectives of the K-12 Language Arts curriculum. Oral and written communication skills are central to both cognitive and social development. People read, write, talk, listen, view and represent ideas to find and interpret information; to combine knowledge and experience; to reflect and relax; to explore possibilities and generate new ideas; to solve problems; to make decisions; and to communicate their experiences to others.

The research of the National Association for the Education of Young Children and the International Reading Association documents that literacy development is best articulated as a developmental continuum. Therefore, there is individual variation in the rate and pace in which students gain literacy knowledge. In addition, students simultaneously develop as readers, listeners, speakers, and writers through developmentally appropriate instruction that provides scaffolded support through the use of direct instruction, demonstration, modeling, and practice.

A thoughtful examination of the current research in language arts instruction, the literacy achievement data of our students, and the perceptual data of our stakeholders has guided the Elementary Language Arts Program Evaluation Committee in the construction of the rationale, goals, and curriculum objectives for elementary language arts instruction in the Columbia Public Schools.

Rationale: Oral language development plays a critical role in the learning to read and write for all children. Literacy growth begins before children enter school as they experience and experiment with oral and written language activities—listening, speaking, reading, and writing. These goals provide students with the opportunities, resources, and instruction to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of the 21st century.

Course Description: The Oral Language Strand ensures that all Columbia Public School students will progress in their ability to employ active listening skills and respond appropriately through verbal and nonverbal discourse; activate prior knowledge and further develop schema, concepts, and vocabulary; use spoken, written, and visual language to effectively communicate with a variety of audiences; and use a variety of technology and other informational resources to gather, synthesize and communicate knowledge.

Learning Goal 1: Develops and demonstrates use and comprehension of social and functional oral language in a variety of settings

Measurable Learner Objectives:

<table>
<thead>
<tr>
<th>Recall Level 1 (Basic Knowledge)</th>
<th>Application Level 2 (Skills)</th>
<th>Strategic Thinking Level 3 (Reasoning)</th>
<th>Extended Thinking Level 4 (Products/Performance)</th>
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<td></td>
<td>Actively participates during classroom discussions and adult/peer conversations by contributing ideas that maintain the topic, listening and looking at the speaker, asking questions, and summarizing what is said</td>
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<td>Initiates and uses turn taking conventions appropriately</td>
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Items in red denote Essential Curriculum: What All students must learn by the end of a grade level or course.

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<tr>
<td>Helps to maintain the discussion by building on the statements of others</td>
<td>Connects information to prior knowledge</td>
<td>Interprets non-verbal cues of others accurately, with assistance</td>
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<td>Initiates and sustains a conversation to completion</td>
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<td>Demonstrates awareness of own non-verbal cues when speaking and listening</td>
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<td>Uses and responds to polite conversational conventions (e.g. please, thank you, you’re welcome)</td>
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<td>States problem and asks for clarification when needed</td>
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<td>Seeks ideas and opinions of others respectfully</td>
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<td>Uses grammatically correct language to communicate ideas</td>
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<td>Adjusts speaking volume, rate, pause, and intonation for the speaking situation (e.g. hallway, classroom, playground)</td>
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<td>Demonstrates comprehension by following multi-step directions</td>
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<td>Engages actively and appropriately in classroom routines</td>
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<td>Gives clear multi-step oral directions</td>
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<td>Demonstrates comprehension by correctly answering questions about fiction and non-fiction stories, events, and experiences</td>
<td>Makes meaningful oral predictions, inferences, and conclusions in print and non-print texts (read aloud, independent reading, multimedia texts)</td>
<td>Orally generates a narrative with sequenced events when retelling personal accounts and texts</td>
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<td>Demonstrates narrative structures by summarizing text</td>
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<td>Demonstrates beginning expository structures by retelling experiences and or non-fiction stories in a logical sequence</td>
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<td>Identifies and explains skills and strategies used to comprehend and compose text</td>
<td>Creates and participates in oral dramatic activities</td>
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<td>Uses oral language for different purposes (inform, entertain, solve problems), including humor</td>
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<td>Uses appropriate enunciation, volume, rate, pause, intonation, and eye contact when presenting</td>
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<td>Adds elaboration and detail when retelling or describing an event or story</td>
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<td>Uses specific vocabulary appropriate for audience and topic</td>
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<td>Answers questions from audience appropriately</td>
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<td>Uses facial expressions and gestures to support, emphasize, and/or dramatize verbal message</td>
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<td>Listens for a variety of purposes (enjoyment, information, direction, identify tone, mood, and emotion of verbal and non-verbal communication)</td>
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<td>Demonstrates listening behaviors (e.g. prepares to listen, listens without interruptions, maintains eye contact)</td>
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**Learning Goal 2:**

Develops and demonstrates use and comprehension of sound patterns and combinations

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<td>Demonstrates all developmental speech sounds and phonological patterns in speaking</td>
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<td>Speech is intelligible to unfamiliar listeners</td>
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<td>Solves words with three or more syllables, inflectional endings and complex letter combinations</td>
<td>Uses flexible ways to solve words including word structure clues (root words, prefixes, suffixes, word chunks) when encountering unknown words</td>
<td>Recognizes and uses the morphologic and orthographic patterns previously studied</td>
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**Learning Goal 3:**

Develops and demonstrates use and comprehension of expressive and receptive vocabulary

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<tr>
<td>Recognizes and uses the morphologic and orthographic patterns of the Middle Syllables and Affixes Stage (see Word Study Curriculum)</td>
<td>Demonstrates word consciousness by identifying, reading, hearing, and discussing unknown words from conversations, discussions, print text, and non-print text</td>
<td>Demonstrates ability to alter word choice in order to clearly communicate information</td>
<td>Uses descriptive and figurative language in communicating ideas and creating images</td>
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<tr>
<td>Uses descriptive and figurative language in communicating ideas and creating images</td>
<td>Demonstrates awareness of and sensitivity to language that indicates stereotypes (race, age, gender)</td>
<td>Uses sound-letter relationships, known words, and word parts to say and read new words</td>
<td>Notices unknown words and predicts the meanings from context</td>
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<tr>
<td>Notices unknown words and predicts the meanings from context</td>
<td>Demonstrates comprehension and use of new vocabulary acquired in shared, modeled and guided reading</td>
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### Learning Goal 4: Develops and demonstrates use and comprehension of grammatical patterns

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<td></td>
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<td>Demonstrates comprehension and use of academic, environmental, and content area vocabulary</td>
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<td>Recognizes and uses increasingly more complex compound words (airplane, watermelon, underground)</td>
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<td>Demonstrates comprehension and use of age and grade-level appropriate synonyms, antonyms, homophones, homographs, and words with multiple meanings</td>
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<td>Clarifies and explains meaning of words orally</td>
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<td>Uses language to compare and contrast common objects, events, places, and people</td>
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<td>Uses words to describe action (verbs and adverbs)</td>
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<td>Uses appropriate descriptive language, including figurative language, to denote concepts, express ideas, opinions, and feelings, and create images</td>
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<td>Identifies and explains the connotative and denotative meanings of words and phrases</td>
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<td></td>
<td>Orders words correctly to form statements and questions to effectively communicate ideas</td>
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Language Arts - Oral Language - Fourth Grade

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<td>Comprehends and uses sentences of increasing complexity and length</td>
<td>Uses complex sentence structures with conjunctions (while, when, if, because, so, and, but)</td>
<td>Demonstrates comprehension of question forms by answering and using questions that begin with “what”, “who”, “where” “when” “why” and “how”</td>
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<td>Demonstrates comprehension of inverted question forms by responding appropriately in verbal or non-verbal way</td>
<td>Uses inverted question forms to ask questions (“May I have a cupcake?”)</td>
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<td>Comprehends and uses tag questions (She was the best runner in the story, wasn’t she?)</td>
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<td>Comprehends and uses present, past and future verb tenses in sentences</td>
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<td>Comprehends and uses common irregular verb forms</td>
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<td>Uses transitional words and conjunctions in recounting narratives, events, and information</td>
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<td>Uses words to denote causation (when, since, because)</td>
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<td>Uses prepositions correctly (e.g. on, in, under, before, after)</td>
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<td>Comprehends and uses personal and possessive pronouns (his, her, their, ours)</td>
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<tr>
<td>Comprehends and uses possessive forms (Jane’s book)</td>
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<td>Comprehends and uses regular and irregular plural forms (foot/feet, moose/moose)</td>
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